

Research on the Ideological and Political Course Education of Japanese Teaching Against the Background of "Internet Plus" Era

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ABSTRACT

The ideological and political course education is a practical activity that integrates the specialized courses with the ideological and political element, aiming at realizing the all-round education of the whole staff, the whole course and all-round people. Against the background of "Internet plus" era, the ideological and political development of Japanese curriculum is facing new challenges and opportunities. The influence of "Internet plus" has the characteristics of comprehensiveness, rapidity and internationalization, which makes the foreign language majors learners' values easily influenced by foreign cultures. Under the new situation, the ideological and political education of Japanese course will be gradually developed and perfected, and the research results can provide new path for the ideological and political education of other languages. Therefore, it is urgent to analyze the current situation and explore the development trend of Japanese ideological and political education.

Keywords: *Internet plus, Japanese teaching, The ideological and political course education.*

1. INTRODUCTION

1.1 *The Chinese and Foreign Research Status and Dynamic Review*

1.1.1 *Chinese Review and Developments*

Firstly, the effect on people's values and behaviors from the perspective of the impact of "Internet plus" in China will be analyzed. Yan Xianglin (2007), Yang Jing (2018) and other researchers have conducted researches on university students' values. The major point is that we should improve the cognition of contemporary students' values cognition and strengthen the education of Marxist theory to the youth. Miao Yong et al. (2014) and Liu Shengxue et al. (2015) explored the influence of multi-network culture on the young people's value judgment from the perspectives of self-media and new media respectively. While Li Haiyu (2020) and Liu Keran (2020) advocated under the "Internet plus" era, it was urgent to resist western countries' political infiltration and peaceful evolution by the use of internet media to analyze the opportunities and

challenges of patriotic education in universities in the era of big data. Internet plus intelligent mobile communication tools have not only changed the traditional mode of interpersonal communication and relations, and even affected people's rational thoughts, independent judgments and value standards.

Secondly, the guidance of ideological and political policy in colleges and universities will be analyzed. The national leaders emphasize ideological and political education should adhere to the unity of indoctrination and inspiration, adhere to the unity of explicit education and implicit education, tap the ideological and political education resources contained in other courses and teaching methods. The terminal target is to realize the education of all staff in a full and all-round way. To solve the fundamental problem of who to train, how to train, and for whom to train; In August 2019, the Central Government Office jointly issued Several Opinions on Deepening the Reform and Innovation of Ideological and Political Theory Courses in Schools in the New Era, pointing out the existing problems and causes of ideological and political education in colleges and universities, and

formulating action guidelines for improving the level of ideological and political work in colleges and universities. In October 2019, the Ministry of Education issued the Opinions on Deepening the Reform of Undergraduate Education and Teaching to Comprehensively Improve the Quality of Talent Training, which standardized action plans and specific measures for colleges and universities and scientific research institutions across the country to improve personnel training based on moral education. Therefore the ideological and political course education has rules to follow and laws to follow.

Finally, with regard to the special research on the integration of values and Japanese education, Liang Chengchen et al. (2018) and Wang Chengping et al. (2019) proposed the idea of integrating foreign language professional skills courses with students' values education, highlighting the value-oriented role of curriculum teaching. Xu Shudan (2019) took Japanese reading class as an example to specifically discuss the integration of Japanese major curriculum with ideological and political factors, cultural confidence and value cultivation; Ma Ying (2019) advocated that Japanese teachers in colleges and universities should implement socialist core values and explore the ideological and political elements contained in Japanese courses in language teaching and comparative teaching of social phenomena, so that teaching Japanese knowledge and guiding correct values should go hand in hand. Duan Xiaoye et al. (2020) pointed out that it was necessary to adhere to the "four self-confidence" and integrate the ideological and political element with Japanese education, so as to effectively combine them to enhance the cultural consciousness and self-confidence of the college students.

It can be said that the current phenomenon of simple Internet research, values education, curriculum thinking and politics in Japanese education, has gradually formed the "Internet plus" mode through the role of the Internet to explore the impact on values. However, the Chinese researches on the integration of "Internet plus" values education and Japanese teaching mostly focus on the initial stage of maintaining cultural self-confidence and proper penetration of traditional Chinese culture. The market supply of new textbooks combined with ideological and political education materials is insufficient, and textbook reform is imminent. The training process of the five skills of listening, speaking, reading, writing and translating cannot accurately enter the point of

ideological and political integration, so teachers' political literacy needs to be improved; The use of task-based and heuristic teaching methods is not high, and the teaching methods are mostly limited to irrigation and cramming.

1.2 The Foreign Overview and Trends

1.2.1 Influence Factors of Values

Japanese scholars' researches on the values of college students are mostly conducted in the form of country comparison and questionnaire survey. Hiroshi Matsui et al. (1999) conducted a comparative study on the values of students from seven countries, including China and Japan, for five years, and found that Japanese students were slightly more individualistic and hedonistic than Chinese students, but more pragmatic than Chinese students. From the perspective of social psychology, Kyouko Tanaka(2001) conducted an empirical study on the relationship between the values of Chinese students in Japan and the four dimensions of foreign culture, network environment and Japanese language teaching. Shiho Reijyo (2010) conducted a questionnaire survey on job consciousness and personal value of Chinese and Japanese college students, and presented the close correlation between work and personal value. Some Chinese scholars in Japan, also compared the changes in the values of Chinese and Japanese youth from the perspective of comparative cultural psychology by using interdisciplinary research methods, and found that values are closely related to the accumulation of national culture.

1.2.2 Governance of the Negative Impact of "Internet Plus"

Takashi Kobayashi(2004) fully analyzed the commonality and individuality of various values in the process of network communication, and proposed a design scheme of electronic autonomy based on network communication. While Wang Ke and Masahiko Nakamura (2005) combed the issues of national cultural identity under the ideologies of collectivism, "interpersonalism" and individualism, and Yuriko Okamoto et al. (2014) and Kenichi Ishii (2016) conducted empirical studies on students' Internet dependence and psychology, and analyzed in detail the two-way interaction between Internet use and cultural communication. It provides a social and cultural selection perspective for network governance. Some researchers also discussed the concept of intercultural education

from the perspectives of anthropology and educational anthropology, and demonstrated the relationship between cultural export and Japanese teaching in the practice of multi-cultural symbiosis education is also discussed. Furthermore the cultural acceptance and ideological differences of Chinese students in Japan in the process of Japanese learning against the background of the era of multi-ethnic and multi-cultural coexistence were analyzed.

1.2.3 Impact of the Internet on Values

Western scholars outside China and Japan have demonstrated the impact of hypermedia on learning. The introduction of hypermedia into the classroom is a "double-edged sword", which requires the redesign of the classroom and teaching environment while expanding the teaching power (Kent L. Norman, 1990). To play its role, it is necessary to take into account the interaction of at least four factors, such as user characteristics, the task being performed, the content in the system and the tools provided by the system (Peter Evans II., 1994); At the same time, some studies hold that enhancing meta cognitive ability and exploring students' beliefs and mental schemata should be the core issues that teachers should pay attention to, because students' existing thought schemata will play a filter function in the face of concepts (Rosa Maria Bottino et al., 1998). In order to prevent learners from getting lost in the ocean of interconnection, foreign scholars (Norliza Katuk et al., 2014) also designed an evasive paradigm called "Skill-Challenge Balancing". According to Melinda Roberts, independent learning in hypermedia environments is a challenging activity for learners because of differences in their prior knowledge, learning motivations, individual traits, and preferences as individuals. These views are helpful to realize the ideological and political transformation of Japanese teaching curriculum.

It can be seen that Western scholars outside China and Japan have studied ways to enhance the learning potential and value shaping of social people through accepting paradigms and designing empirical methods. In Japan, only a few researchers have studied China's "Internet plus" policy and its impact without forming a certain paradigm. However, the concept of multi-cultural identity and Japanese integrated teaching and interdisciplinary research has been formed. With the global trend of world harmony and the development of community education model, the in-depth study of socialist

core values needs to further broaden the international perspective and improve the research dimension.

2. THE CURRENT HIDDEN CURRICULUM IDEOLOGICAL AND POLITICAL PROBLEM

Under the guidance of socialist core values, many colleges and universities have gradually begun to pay attention to ideological and political education teaching reform, but there are two main problems in the concrete practice process.

In addition to the traditional ideological and political theory courses, the current research on exploring the ideological and political elements of other courses is in the exploratory stage, hasn't formed the relevant system of professional courses and public courses, which has the nature of rigid embedding rather than integration, and cannot form a holistic joint effort to play a unique ideological and political function.

From the perspective of curriculum ideology and politics, foreign language courses and teaching design, including Japanese, are mainly propagandistic and macro-oriented, and it has not yet been specified what role different courses should play in the integration of ideology and politics. At present, the integration of ideology and politics teaching in all Chinese courses is still at the stage of interpreting national policies, and there are no substantive countermeasures and strategies.

In the future, the depth and breadth of research on the comparative analysis of college students' values in China and Japan will inevitably expand with the development of the "Internet plus" model; the ideological and political development of the curriculum should be systematic, scientific, innovative and long-term. Teachers' literacy focuses on bilingual level, cultural differences between the East and the West, multi-cultural awareness and profound traditional Chinese cultural deposits; The Japanese practice teaching mode needs to change the teacher-centered irrigation and cramming static teaching mode, and carry out heuristic guidance in combination with the current political hot spots, including case analysis, group discussion and situational teaching links, and change to the student-centered dynamic teaching mode.

3. THE REALISTIC PROBLEMS TO BE SOLVED

The background of the "Internet plus" era urgently requires in-depth exploration of the changing rules of college students' values, the main paradigms affecting college students' values and behaviors, and the differences in the influence of individual college students in the "Internet plus" era. And in the process of Japanese teaching practice, the author analyzes the factors guiding the positive development of college students' values, and puts forward some countermeasures, so as to explore the implementation path of curriculum ideology and politics, and change the traditional, one-way ideological and political education model into a two-way, dynamic curriculum ideology and political influence model. It is urgent to establish a "three-dimensional integration" teacher training goal of curriculum ideological and political literacy, moral education ability and professional quality. An "Internet plus dual teacher" teacher team, and an "Internet plus collaborative education community" education model are urgently needed. So the dual ability of Japanese teachers to transfer professional knowledge, ideological and political education is also to be solved urgently.

The specific construction ideas of ideological and political education of Internet plus Japanese teaching courses can be carried out in the following five aspects.

3.1 Characteristics of College Students' Receiving Influence

By studying the influence of the internet, the characteristics of college students are analyzed from the following factors, such as psychological characteristics, cultural tradition, economic development, degree of openness, education mode, information composition, reality and ideal composition. Especially, the changing rules and inducements of college students' values are the important elements.

3.2 Influence of "Internet Plus" on the Cultivation of Values

From the perspective of value evaluation, life attitude, social responsibility and behavior performance, the main influence path and emphasis are also analyzed. Combining with network traffic, information composition and control measures, the influence deviation and model of the "Internet plus" era are discussed, including ideas for eliminating negative effects and enhancing positive effects.

3.3 Analysis of the Ideological and Political Course Education of Japanese

The similarities and differences between Japanese and Chinese, and the characteristics of Japanese teaching curriculum system are picked up. The researchers ought to consider how to accurate the basis and how to select the appropriate textbook for the students. Furthermore, it is necessary to make the differences between Japanese education and other foreign language education. The readers can recognize the essence, conception and reality of the national "curriculum thinking and politics", and promote the local advantages and characteristics of Japanese talent training.

3.4 Design of the ideological and political course education of Japanese

The main practical path is to construct "Internet plus Collaborative education Community" education model, focusing of curriculum system and textbook reform. How to design the teaching methods is based on the use of hypermedia, application strategies of "Internet plus second classroom" auxiliary teaching means, assessment methods and evaluation standards of curriculum ideological and political evaluation. How to ensure the long-term mechanism of curriculum ideological and political implementation is the essentials.

3.5 Countermeasures for the Integration of the Ideology and Politics with Japanese Education

In order to promote the positive energy of ideological and political education, public electronic products are provided free of charge. It is necessary to maintain the consistency with public education, and the appropriate level of positive publicity and education by functional departments. The meantime public aversion can be avoided. Causing the ability to distinguish right from wrong and the cultivation of psychological endurance - the appropriate policy of blending foreign ideas and comments; Clean and positive social environment shaping - avoiding the disconnection between classroom teaching and social reality; Compiling ideological and political teaching materials according to talent flow and local characteristics - cultivating students' thinking mode of concrete analysis of specific problems.

4. THE NEW DEVELOPMENTS IN JAPANESE EDUCATION

4.1 New Demand for Ideological and Political Development of College Curriculum

At present, the ideological and political teaching of Japanese courses in colleges and universities should be combined with the concept of "three-in-one education" to intervene and educate the values of today's college students, exploring the law of value change, analyzing the characteristics of factors which influences college students' acceptance and behavior patterns. Adhering to the "four self-confidence", it is necessary to establish and strengthen the ideological and political philosophy of the curriculum, and build the "Internet plus collaborative education community" education model.

4.2 The Requirements of Academic Innovation

There is an urgent need to introduce the trinity concept of "Internet plus" model, values and "three-in-one education", so the universities should take practice to build an influence model of the "Internet plus" era, explore the disturbance factors and variable analysis of deviations, and conduct comparative research from two dimensions of theory and practice, values and methodology; The mainstream ideology and non-mainstream ideology will be studied together. The construction of "Internet plus dual-teacher" teacher team will be discussed. The education model of "Internet plus collaborative education community" will be created, and the auxiliary teaching method of "Internet plus second classroom" will be adopted to explore a new way of integrating curriculum ideology and politics with Japanese education.

4.3 The Requirements of Research Methods' Innovation

This paper makes a quantitative analysis and empirical research on values education and Japanese teaching practice under the "Internet plus" model, breaking out of the simple one-way study of the Internet. It is advocated to created students' values, and promote the "Internet plus" model. Empirical research forms such as questionnaire survey are also adopted to expand the ideological and political extension of the curriculum, introducing the concept of socialist core values,

appropriately restructuring teaching content and reforming teaching mode. The theoretical research is also changed into teaching practice research, rising to the height of methodology and proposing implementation plans to enhance the concept of socialist core values of the college students.

It is believed that constructing the integration model of "Internet plus" values education and Japanese teaching can promote the combination of Japanese textbooks and ideological and political education materials, and propose reform countermeasures.

5. CONCLUSION

Against the background of "Internet plus" era, it is of great significance to conduct empirical research from the perspective of the integration of Japanese course teaching and curriculum ideology and politics. As far as academic value is concerned, the integration of values education and Japanese teaching under the "Internet plus" model reflects the organic combination of ideological and political education and practical teaching; The design can standardize the use form of "Internet plus" and give play to the value education effectiveness of contemporary college students, and provide theoretical support for the output of this model to foreign language colleges and universities, which is conducive to promoting intercultural communication teaching practice.

As far as the application value is concerned, on the one hand, with the mainstream ideological education in colleges and universities, the active intervention countermeasures are designed according to the ideological and political ideas of the curriculum, so as to provide feasible countermeasures for avoiding the infiltration of foreign hostile culture and changing the weak ideological and political consciousness of college students; On the other hand, the academic community can design the curriculum system construction, textbook material selection, teaching methods and the adaptive use of "Internet plus" by combining successful cases at home and abroad, so as to provide practical tools for the ideological and political development of foreign language teaching.

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